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**What is the specific timeline for ASW?**

The specific timeline can be found at: <http://ncasw.ncdpi.wikispaces.net/14-15Implementation>

**Resources for editing video/audio files in order to upload**

Each WCPSS Lenovo laptop should be equipped with Windows Movie Maker. File compression tips are posted on the Arts Ed Wiki - http://arts-education-wake.wikispaces.com/weekly+updates

**Why can't our administrative team be the people who evaluate our data? They are the most familiar with us every day and see the progress we make with our students.**

Very few school-based administrators are trained in the arts. this process is designed for the feedback to come from peers certified & practicing in your content area as they will be best equipped to identify expected growth within the teaching context.

**Identify the classes that will be assessed before making us collect potentially unneeded data on all our classes.**The Target classes for data collection will be identified at the beginning of 2nd semester and then you will only collect data from those classes.

**EOC classes know they will be assessed . . . why the "blind" method for our curriculum?**

This process allows you to select the objectives you want to be evaluated. You get the opportunity to identify where your students began and demonstrate how far you were able to take them. Teachers of EOC subjects do not know specifically what will be on the test and are judged based on their students 'crossing the finish line' regardless of their starting point. The "blind" method is only in the review process to protect the teacher from potential bias.

**I am concerned about keeping 4 pieces (one for each strand) of pre and post data on each student (so technically that is 8 pieces of data). I teach 560 students. That would be 2,240 pieces of data. YIKES!**

2nd semester there will only be 3 target classes so you will not need to keep data on all your students. You will only need 1 objective per target class. For Example - if the computer selects a 1st grade, 3rd grade, and 5th grade you might select:

1.C.1.2 - Use creative drama techniques, such as storytelling or puppetry, to demonstrate vocal variety. (audio record students storytelling pre & post instruction)

3.A.1.2 - Evaluate informal or formal theatre productions in terms of the emotions or thoughts they evoke.(written journal entries pre & post instruction)

5.CU.2.1 - Use strategies to critique self and others in a respectful and constructive manner. (written critiques pre & post instruction)

**Why can't the process begin at the beginning of each respective calendar of the schools since we all do not run on the same schedule.**

Hopefully this process will improve once the 1st year is completed. The majority of the schools in the state do not function on a year-round calendar and the technical aspects of the platform have been more challenging than anticipated. Since we opted to participate in the 1st year our scores will be a running average of the best 2 out of 3 years. School districts that do not participate this year will not have that option and teachers will receive whatever results they get the 2nd year of implementation.

**I have no problem with the process other than at middle school level students are placed into our classes who do not want to be there but since we can take additional bodies we become the "late arrival student" dumping ground. To be assessed on the basis of the work of these students is unfair as their attitude is " your class doesn't matter" who cares if I fail?**

Every student you teach makes growth which is why this process is valuable in that it is not based on proficiency - only how far you are able to take each student. You may consider shuffling an individual student for whom you do not have sufficient evidence.

**Currently, no way to give grades for various reasons, including: there are is no Drama access in power schools, and the Drama strands do not come up like they do for other areas.**

Drama has been added to the Gradebook in Powerschools but the ASW process is not tied to grading for individual classes

**How is this one way supposed to work for disciplines that are so diverse and multi textured?**

The teacher is able to select the objectives from the NC Essential Standards and the method of evidence collection (written response, audio recording, video recording, multi-media presentation /PPT). I need further clarification on your question to provide more information

**Where is all of this video going to be stored?**

Storage options include Google Drive, Flash Drives, External Hard Drives

**WHY are we doing this??**

The NCEES (teacher evaluation instrument) includes Standard 6 to address each teacher’s contribution to student achievement. Teachers of EoG and EoC classes have their standard 6 populated based on their students’ performance on these standardized tests. Since the Arts, World Languages, and Healthful Living courses do not have standardized tests based on proficiency, these areas have previously been subjected to the overall school score. The ASW process was designed to provide an appropriate measure of student growth in these specific content areas to better reflect the contribution each teacher makes to student achievement.

**Who is going to do the reviewing?**

Reviewers will be peer teachers of your content area.

**I am having difficulty keeping up with all the data**

Be strategic as you select the objectives for which you will gather evidence - consider those that can be addressed in written response